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1 May 1980

MEMORANDUM FOR THE DIRECTOR

SUBJECT: Education Program

1. I discussed this with Barry Kelly as you suggested. We talked for more than an hour, primarily because of his interest. His reaction was positive and enthusiastic. He quickly grasped the problems as well as having ideas on how they could be overcome.

2. Specifically, the points he made were:

- ° The leanness of the Agency, especially in the areas where the best people are to be found (for faculty as well as students) mitigates against being able to do this easily. It should be a basic assumption that personnel ceilings would be raised so that this won't have to come out of hide. That could be a fatal objection over time.
- ° This idea must come out of the institution. It should not be imposed by S. Turner or it will not survive your tenure. How do you do this?

--Convene a special subcommittee of the Executive Committee or a special task force answering to the ExCom to look at the idea and make recommendations to the ExCom. Give them a clear concept paper to work with and no more than 10-14 days to report back.

--If they are for it, they should be able to sell it to the ExCom.

--Then let the ExCom set the Program up. Key will be selling it to John McMahon. But, as John and the DO believe in training/education and are now making a sincere effort to get their good people to schools, John may be more receptive than the others.

- ° Directorates should be given a strong voice in the curriculum as it is developed and afterwards.

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- CT level needs as much time spent on product as anyone. Don't assume because they are far removed from the final product that they don't need to understand it. They must understand why they are doing what they are doing, therefore, they must understand the product. Most professionals understand what they are doing, few at any level understand why.
- Must tie educational program to career enhancement. There should be a requirement developed concurrently and phased in as quickly as possible that before promotion to certain grade levels, you must attend the course. Before you run a Class A station, for example, you must have been through the course to demonstrate you understand the IC, how it works, and can represent the DCI adequately. This understanding should not now be assumed because often it does not exist.
- Be sure to include some fundamentals. Every intelligence professional needs to understand cryptography, weapon systems, etc., at least to the level of knowing what aspects of them are important; what aspects are/can be destabilizing, etc.

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[redacted] A building at Langley  
[redacted] would be best.

- Above all, the institution must see it as something they want to do. The Deputy Directors must be enthusiastically in favor of it. The only way that will happen is if it is an absolutely first-class operation, totally divorced from the stigma that training/OTR/extant courses now have.

3. Recommend. Attached is a Concept Paper. After Jack, Bob and I meet Friday, we'll have a good general curriculum to append to the Concept Paper. I recommend that you table it at the next ExCom meeting, recommend it be looked at by a special committee and that they report back to the ExCom in 10 days. I'd make Barry Kelly chairman of that committee and let him pick the other members--I think he'll give it a fair look and pick a like-minded committee. If it flies, and you want to take it any further, Barry will have been in on the ground floor.

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Attachment:  
Concept Paper

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GT - 30 April 1980

Education  
for  
Professional Intelligence Officers

CONCEPT PAPER

- I. Proposal. That a program of education be developed which would provide the professional intelligence officer the opportunity for substantial intellectual growth at the three major career thresholds where the scope and nature of responsibilities change: on entering the intelligence service, at mid-career and on promotion to supergrade.
- II. Discussion. At each of the three major career thresholds, the intelligence professional faces greater and substantially different responsibilities. Often these responsibilities demand a comprehensive understanding of areas and relationships beyond the individual's personal experience. For example, the new intelligence officer must learn fundamental skills which are unique to the intelligence profession. Early years are spent mastering those skills. As one approaches mid-career, however, understanding how the parts of the intelligence effort fit together, how to manage larger budgets and more people, and how to develop as well as carry out requirements become more important. At supergrade, the professional's responsibilities often span the Agency, or even the entire Community.

Performance and potential for further advancement are largely functions of how well these career transitions to new and different

responsibilities are made. It can be left to the individual to adjust as best he can as he progresses, or we can help him acquire the understandings and capabilities needed to fully realize his potential. The latter seems preferable if it can be done well.

Many training courses exist to help the professional. But here a clear distinction must be made between training, which is specialized instruction or practice; and education, which is the growth of knowledge, wisdom, and qualities of the mind or character. The program being proposed here would educate, not train.

III. Curriculum Concept. The curriculum at all three levels would consist of the same four building blocks:

- \*The Product
- \*Collection
- \*Analysis
- \*Management

The course content and emphasis would differ as dictated by need and sophistication for the CT, the mid-careerist and the supergrade, but the blocks would be taught in the above sequence for all three. The advantage of starting instruction by considering the product, is that all intelligence work has as its ultimate objective, the product. If the product, and the product's consumer are well understood first, then collection, analysis and management can be discussed from that perspective. Once all aspects of the intelligence process are covered, management can consider their competing requirements.

The contents of each block of study will be developed by the faculty with the close cooperation of the deputy directors.

See Appendix A for a more detailed curriculum.

- IV. Course Philosophy. The program will be rigorous, demanding and fast-paced. Class time will not be spent for the transfer of information which can be accomplished more effectively in readings, research and private study. The onus will be on the student to master the course materials on his own initiative. The faculty will guide the student in his research, stimulate him in discussions, help him to apply what he is learning to new situations, and assess his progress. There will be no guarantee of successful completion. However, successful completion will count heavily (degree to be determined) in future promotion and assignment.
- V. The Faculty. The Program will be taught largely by a dedicated, resident faculty which the Program Director will assemble. Those selected for the faculty will meet, at a minimum, the following qualifications:
- \*recognized by seniors and peers for exceptional professional competence
  - \*substantial, recent field experience
  - \*potential for considerable future advancement
  - \*ability to inspire and teach.
- VI. Students.
- A. CT's. All CT's will be enrolled in the Program.
  - B. Mid-career and Supergrade. Top 20% as rated by promotion panels/fitness reports.

VII. Length of Program. Six months.

VIII. Location. Except for tradecraft portions of the CT program, a campus would be established at Langley adjacent to the Headquarters Building. Until monies were allocated for a permanent building, classroom trailers would be aggregated to form a nucleus educational complex. Locating the school at Langley is especially important to simplify  access to library and other sources, family, logistics, etc.

IX. Relationship to OTR. Initially, the Director and faculty would constitute a separate and special entity not coming under the auspices or direction of OTR. The Career Trainee Program, Mid-Career Course and Senior Seminar would be absorbed into this Program.